

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions of the research, implications, and suggestions for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusion

With regard to the data analysis, some conclusions are made below. Before the action research was conducted, the teacher of class XI IPA3 used textbook and white board in explaining the materials to the students. Many students sitting in the back row did not pay attention to the teacher when she explained the materials because they felt bored with her explanation and materials in the textbook. They were also bored with the reading activity, e.g. the teacher only asked the students to read the texts, asked them to do the exercises and asked them to answer the questions from the textbook.

Moreover, when the teacher did the evaluation to check the students' understanding about the texts, she only designated and asked them to answer her questions orally from the textbook. When the teacher designated one of the students and she or he could not answer her question, she designated the other students. The activities made some of them quiet and passive in the class and they did not have efforts to answer her questions.

Those activities above made some student sitting in the back row sleepy, some of them chatted with their friends sitting next to them, some students were busy with their mobile phone and some of them did the another homework when the reading class was still running because they were bored with the reading class activity. Overall, the students were passive and they were not involved in the reading class activity before the actions were conducted.

After the researcher conducted jigsaw technique, they were involved in the reading class. All students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates. After he used jigsaw technique in the reading class, the students dared to share and ask their friends when they got the problems or when they did not know about the texts they read. They could share and ask about their opinions more relaxed to their friends than they shared and asked their opinions to their teacher.

The researcher also used interesting media, e.g. using laptop and projector to support his teaching in the class. He used power point program in his notebook to explain the materials shown in the slide show in the reading class. By using power point in explaining the materials, the student were more interested in paying attention to his explanation because they were interested in seeing the interesting pictures and background showing from the slide shows.

In the last action, the researcher used a quiz in checking the students' understanding about the texts they read. He used notebook and projector to make the quiz interesting. By using notebook, he could make the quiz interesting

because he used some programs in the notebook, e.g. power point and adobe flash programs that made the quiz interesting and enjoyable. The students liked this quiz because it was interesting for them and they did not get it with their teacher before. They were also motivated in doing the quiz because they wanted to get the points and wanted to win their jigsaw groups in the quiz.

Using jigsaw technique is more effective by the fact that the students' post test score is higher than pre-test score. The pre-test mean is 17.96 with a standard deviation of 3.98, while the post test mean is 20.52 with a standard deviation of 3.78. The gain score is 2.56. According to the *t* statistic from the result of *t*-test, *t*-value = - 7.595; sig. = 0.000, it means that the score difference is significance because sig. < 0.05. From the data sources above, it can be concluded that there is significant improvement in the students' reading comprehension.

Therefore, by seeing the improvement of students' scores, it can be concluded that the use of jigsaw technique is believed to improve students' reading comprehension skills.

B. Implications

In reference to the conclusions above, the use of jigsaw technique is believed to be effective to improve the students' reading comprehension. This implies that the teachers and students are encouraged to use jigsaw technique in the reading class because the students got better understanding to comprehend the text by using this technique. Moreover, the use of jigsaw technique did not make the students bored.

. Furthermore, using power point in the form of slide shows and using quiz in checking the students' understanding were effective to improve the students' involvement in the reading teaching and learning process. Using power point was interesting and helpful because the students liked the materials in the slide show and the use of this media could help them understand the text easier. Meanwhile, the use quiz was interesting and fun to be conducted in checking the students' understanding. The students were more active and compete to answer the teacher's questions in the reading teaching and learning process. They competed to be the winner. This implies that the English teacher can use power point and quiz to improve the students' involvement in the teaching and learning process.

C. Suggestions

Having concluded the result of the research, the researcher proposes some suggestions for the English teacher, the institutions of education, the students and to the other researchers. The suggestions are described as follows:

1. For an English Teacher
 - a. The teacher can use jigsaw technique in teaching English in order to make the students motivated in joining the lesson and to help them understand the text easier.
 - b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become involved and motivated during the teaching learning process. They should create an enjoyable situation of teaching learning process in order to improve

the students' braveness in sharing and asking their opinions about the English learning. Using jigsaw technique is one of the ways to create that situation.

2. For Students

The students should be more active to practice their English ability. Using jigsaw technique is one of alternative ways that can be chosen by them since jigsaw technique provides opportunities to the students to be active in the class because they can share, ask and discuss their opinions about the materials to their group mates and teacher. By discussing their materials, they can help each other with their friends to understand more about the materials.

3. For other researchers

The result of this research is expected that it can encourage other researchers to conduct further study dealing with jigsaw technique in other skill areas such as listening, speaking, or reading.

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